DOCUMENT RESUME

ED 129 766 95 SP 010 481

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TITLE A Bibliography on Moral/Values Education.

INSTITUTION Research for Better Schools, Inc., Philadelphia, Pa.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE 76
CONTRACT 400-76-0043
NOTE 106p.
AVAILABLE FROM Research for Better Schools, Inc., Suite 1700, 1700 Market Street, Philadelphia, Pa. 19103

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS *Behavior Development; Bibliographic Citations; *Bibliographies; *Curriculum; Educational Philosophy; Ethical Instruction; *Ethical Values; Humanistic Education; *Instructional Materials; Moral Development; *Moral Values; Values
IDENTIFIERS *Planning for Moral Citizenship Education; *Values Education

ABSTRACT

This bibliography is a collection of approximately 1,800 citations of articles, books, and curriculum materials published between 1960 and June 1975 in the area of moral/ethical/values education. The documents are coded: (A) by type--research report, specific data; review of research; instructional procedure, description, curriculum content, specifics about what to teach; position paper; instructional materials: measures; and bibliographies; and (B) by content--behavioral disposition; skills; emotions; cognitive aspects; specific values, norms, mores, and rules; and assumptions and epistemology. (JMF)

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A BIBLIOGRAPHY ON MORAL/VALUES EDUCATION

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PLANNING FOR
MORAL/CITIZENSHIP EDUCATION

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SPRING 1976

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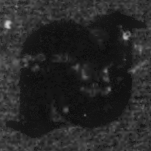

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Planning for Moral/Citizenship Education is funded by the National Institute of Education (NIE).

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The work upon which this publication is based was performed pursuant to Contract 400-76-0043 with the National Institute of Education, Department of Health, Education and Welfare.

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Introduction

Description

This bibliography is a comprehensive and selective collection of approximately 1,600 citations of articles, books, and curriculum materials published in English between 1960 and June, 1975, in the area of moral/ethical/values education. The scope of the collection is illustrated by the categories listed in the document code (see pp. vii).

Several categories of the search are represented by voluminous research and writing. In order to make the compilation representative but manageable in size, selection criteria were established for these several categories as follows:

1. The bibliography cites only those position papers which represent the most current (1960 to the present) philosophical and theoretical writings in the field of moral/ethical/values education. (A more complete historical bibliography can be obtained in any comprehensive ethics text.)
2. The bibliography includes only those measures cited, used, or developed by current (1960 to 1975) researchers in the field. (More comprehensive compilations of measures specific to each of the behavioral, affective, and cognitive components of moral development are readily available in a number of published sources.)
3. The bibliography includes only the most pertinent research and review documents on the behavioral dispositions related to moral/ethical development in the fields of cooperation, conflict resolution, and aggression. Such selectivity was intended to avoid what has been described as the "Sorcerer's Apprentice Effect."
4. The bibliography excludes papers and materials published prior to 1960, except for frequently cited basic documents.

It is the belief of the compilers that the inclusiveness and scope of this bibliography make it a unique contribution to the field of ethical/moral/values education. This volume should be valuable to a wide range of professionals in the field: theoriticians, researchers, curriculum developers, and practitioners.

Background

The bibliography is the outgrowth of an intensive literature search begun in conjunction with a Research for Better Schools program: the development of instructional materials dealing with moral/ethical behavior. The work of compiling and preparing the collection of citations was then carried through by a project entitled Planning for Moral/Citizenship Education (MCE). MCE is funded by the National Institute of Education, which has contracted with Research for Better Schools to carry out the effort. The objective of MCE is to prepare planning recommendations for a moral/citizenship education program. MCE is under the direction of Russell A. Hill, Research for Better Schools.

The identification and retrieval of materials began with a citation search of basic documents. Materials and documents thus retrieved led to the identification of further relevant citations, and these sources were also retrieved. Because new work could not be easily idenfitied through citations, standard indices were checked from September, 1973, through June, 1975.

Credits

Marcia B. Klafter was responsible for and supervised the compilation of this bibliography. Russell A. Hill and Marian L. Chapman established the basic search criteria and designed the document-coding classification system. Ms. Klafter and Ellen M. Newcombe analyzed and coded the documents. Ms. Chapman reviewed the assigned code classifications and established ongoing search parameters. Joan D. Wallace was responsible for editorial control. Louis M. Maguire provided corporate support from Research for Better Schools. Jack Fisher supervised production. Helen Satterthwaite obtained and accessioned the documents, and she and Wende Woehr assisted in production tasks.

How to Use the Bibliography

The bibliography is organized and coded to allow the reader easy access to those documents whose *type* and/or *content* are of particular interest. A rapid scan of the document coding (pp. vii) will familiarize the user with the scope and basic elements of the organization and permit entry into the material at points of individual choice.

The specifics of how to use the document follow. Each bibliographic citation is listed alphabetically by author(s) and is coded according to the document's A–TYPE (e.g., Review of Research) and B–CONTENT (e.g., Helping Behaviors). A copy of the full document code appears on pp. vii. An illustration of the coding procedure is presented in the following citation:

	A	B
Hawley, Robert. *Human Values in the Classroom.* Amherst, Mass.: Education Research Associates, 1973.	3.0, 5.1	4.1, 4.2

Using the document code, A-3.0, 5.1 refers to the document *type*—it indicates that Hawley's book is both a description of instructional procedure and a statement of social imperatives. B-4.1, 4.2 refers to the document *content*—it indicates that Hawley's book deals with two cognitive aspects of the moral/ethical domain: values and attitudes, and reasoning and judgment.

Document Code

A. Type of Document

1.0 Research report – specific data
- .1 Development information
- .2 Natural influences
- .3 Social influences
- .4 Personality variables
- .5 Acquisition – training report
- .6 Behavior and/or attitudes correlates
- .7 Report of measures
- .8 Normative data

2.0 Review of research
- .1 Development information
- .2 Natural influences
- .3 Social influences
- .4 Personality variables
- .5 Acquisition – training report
- .6 Behavior and/or attitudes correlates
- .7 Report of measures
- .8 Normative data

3.0 Instructional procedure – description

4.0 Curriculum content – specifics about what to teach

5.0 Position paper
- .1 Statement of social imperatives
- .2 Theory development
- .3 Historical
- .4 Philosophical

6.0 Instructional materials

7.0 Places

8.0 Measures

9.0 Bibliographies

B. Content of Document

1.0 Behavioral disposition
- .1 Conformity
- .2 Compliance
- .3 Competition
- .4 Locus of control (ego identity)
- .5 Cooperation
- .6 Generosity
- .7 Dependency
- .8 Responsibility
- .9 Aggression

2.0 Skills
- .1 Suppression – impulse control
- .2 Role taking – information about others
- .3 Resistance to temptation
- .4 Self-control – delay of gratification
- .5 Reaction to transgressions – self-criticism, confession, self-punishment, restitution
- .6 Approach and helping behaviors – trust
- .8 Conflict resolution
- .9 Cooperation
- .10 Sharing
- .11 Reaction to positive behaviors – self-approval

3.0 Emotions
- .1 Emotional responses to immoral acts – anxiety, shame, guilt
- .2 Emotional states – sympathy, empathy, altruism, trust
- .3 Emotional states – anger, aggression, hate

4.0 Cognitive aspects
- .1 Attitudes and values
- .2 Reasoning – judgment
- .4 Attribution

5.0 Specific values, norms, mores and rules (e.g., charity)

6.0 Assumptions and epistemology
- .1 Nature of man
- .2 Sources and types of information

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STATEMENT OF PURPOSE

PLANNING FOR MORAL/CITIZENSHIP EDUCATION is based on three assumptions: the need for and interest in moral/citizenship education are increasingly expressed in many segments of our society; the field is rich with diverse activities, theories, research, and promising directions to explore; a national coordinating effort is necessary to draw together this diversity and establish common ground and guidelines for future work across the field. To this end, the initial objectives of the planning program include: coordinating activities, sharing knowledge, identifying issues, convening informational planning conferences, examining managerial techniques, analyzing programmatic approaches, and preparing planning recommendations. An Advisory Group and Resource Panel will assist in shaping the planning program.

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